

**Physical Development:**

Depending on their age and stage of development children will be learning to:

**Reception:** Change for PE with some adult support and engage in **PE lessons with KB**. Engage in a wide range of physical play outdoors and show some understanding how to do this safely. Consolidate tripod grip with a pencil and learn to cut out a simple shape with scissors.

**Nursery 3-4 year olds:**

Enjoy outdoor play and engage in a range of physical activities outdoors independently. Start to use modified tripod grip and trace over some letters of own name.

**Rising 3s:**

Engage in physical activities outdoors with some adult support. Make marks with fingers or tools in a range of media.

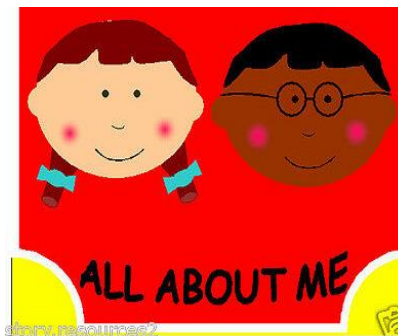
**Personal, Social and Emotional Development:**

**In PSHE sessions Children will start the 1decision EY programme with KB.** Depending on their age and stage of development children will also be learning to:

- Separate from carers and learn to be brave when they miss their parents, talking about how carers always come back using the story **Owl Babies**.
- Settle into routines and develop in their ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour at an appropriate level for their age and stage.
- Develop age appropriate independence skills at lunchtime, snack time and in the bathroom and seek help when needed.

**General Information: Please remember to:**

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for **8:45 am** start. Pick them up at **3:15 pm**. All drop-offs and pick-ups are from the Class 1 door.



- ★ Send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually on Monday afternoons. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE but it would be very helpful if they had a spare set of comfortable clothes in school at all times.**
- ★ Talk to us about anything you that worries you or you would like to know more about.

**Communication & Language:**

Depending on their age and stage of development children will be learning to:

**Reception:** Listen and respond in whole class groups. Express ideas in sentences including explaining how things were different in the past compared to now including how their own bodies and skills have changed over time. Pretend play: Play imaginatively with others taking on different roles.

**Nursery 3-4 year olds:**

Start to listen and join in whole class group activities. Talk to adult or another 1-1 or small groups in sentences. Pretend play: role-play familiar situations outside the home, sometimes with others.

**Rising 3s:**

Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough. Express wants and needs to familiar adults, combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others.

<p><b>Literacy:</b>  <b>Reception:</b> Listen and respond to stories in class groups: <i>'It's Ok To Be Different'</i> 🌈 <i>'What I like About Me,'</i> 🌈 <i>'Owl Babies,'</i> <i>'Elmer,'</i> <i>'Super Duper You'</i> 🌈 <i>'The Great Big Book of Families,'</i> 🌈 <i>'Once There Were Giants,'</i> <i>'Mommy, Mama and Me,'</i> 🌈 <i>'The Three Little Pigs,'</i> and an adapted version of <i>'The Secret Garden.'</i>  Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending CVC words. Learn to orally segment CVC words and begin to learn to read and write <b>RWI Set 1</b> sounds. Writing: Practise copying own name and start to write it independently, start to use 'writing' in own play which includes some known letters.</p> <p><b>Nursery 3-4 year olds:</b> Focus on <i>'Elmer,'</i> <i>'Super Duper You'</i> 🌈 <i>'The Three Little Pigs'</i>, in small groups, engage with other whole class stories and show some understanding of them by answering questions or through pretend play. Phonics: identify a pair of rhyming words in stories and start to spot alliteration. Tap out 2 or 3 syllables in words. Writing: Start to use 'writing' in pretend play and copy one or more letters from own name.</p> <p><b>Rising 3s:</b> Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words, focusing on <i>'It's Ok To Be Different'</i> 🌈 <i>'What I like About Me,'</i> <i>'Owl Babies,'</i> 🌈 Phonics: join in rhythmical activities and nursery rhymes.</p>	<p><b>Expressive Art and Design:</b>  <b>Reception:</b> Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, sellotape, pencil sharpeners glue safely and effectively and how to mix primary colours with paint. Genre: Self portraiture with range of media including loose parts. Key artists: Paul Klee, Henri Matisse. Key texts: <b>Mix it Up</b> by Hervé Tullet and <b>Elmer</b> by David McKee. Learn nursery rhymes &amp; action songs related to topic and for Harvest. <b>Charanga Unit 1 'Me!'</b>  <b>Nursery 3-4 year olds:</b> As Reception with support when necessary.  <b>Risings 3's:</b> Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities.</p> <p><b>Maths:</b>  <b>Reception: White Rose Maths:</b> Phases: <b>Getting to know you:</b> Explore provision using positional language &amp; learn about routines and key times of the day. <b>Just like Me:</b> Match, &amp; Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase <b>It's me 1, 2, 3.</b> Complete jigsaw puzzles with 4-6 pieces.  <b>Nursery 3-4 year olds;</b> Develop key concepts of matching &amp; sorting objects and exploring pattern at a differentiated level comparing two quantities or dimensions e.g. big and small, heavy and light, objects and full or empty items. Start to develop 1-1 correspondence for 1, 2, and 3 to count objects. Complete inset puzzles with 6 + pieces  <b>Rising 3s:</b> Join in with Number Songs and Rhymes, Start to recite numbers up to 3, Match 2 objects, shapes or colours. Stack 3 bricks.</p>	<p><b>RE: Reception</b> Children will be focusing on Creation and trying to answer the question 'Why is the word 'God' so important to Christians?' They will also learn about Harvest, giving thanks for food and God's many gifts to us and will take part in the school Harvest service. They will listen to the story of Creation and begin to explore the wonders of our amazing world.</p> <p><b>Understanding the World:</b>  <b>Reception:</b> Look at simple calendars and talk about what they did yesterday. Compare what they did as a baby and what they can do now. Talk about own family and make a simple family tree. Talk to parents and grandparents about what toys they played with as children and compare with own toys. Explore and make simple maps of Humshaugh and where they live now. Discuss whether they have lived anywhere else in the past? Use 'Owl Babies' to talk about shadows and make Owl Baby shadow puppets to investigate how shadows are made.  <b>Nursery 3-4 year olds:</b> Talk about the recent past e.g. this morning or at lunchtime. Talk about what they could do as a baby and what they can do now. Talk about own family composition. Explore old fashioned toys and maps.  <b>Rising 3s:</b> Talk about people or pets in their house. Start to answer 'What happened?' questions about the immediate past.</p>
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